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ABSTRACT

Alfred E. Blalock Elementary School was the recipient of local and compensatory funds during the 1972-73 school year. Title I of the Elementary and Secondary Education Act contributed a lead teacher and educational aides for more individualized reading instruction for the lowest one-third achievers. The Career Opportunities Program allowed some of the educational aides to improve their knowledge and capabilities through college course work. The locally funded Comprehensive Instructional Program provided instructional assistance to staff members, as well as funds for materials and supplies. The staff of Blalock Elementary School focused its 1972-73 school program on the teaching of reading. This report includes an evaluation of the progress made toward specific program objectives, as well as an overview of pupil achievement in the basic area of focus. Longitudinal patterns and an analysis of expenditures were also included as pertinent to the evaluation of the program. In order to evaluate the behavioral objectives of both the general and the compensatory programs, the following instruments were used: The Iowa Tests of Basic Skills was administered to all pupils as part of the city-wide testing program. The reading subtests of the Metropolitan Achievement Tests were administered to participants in the Title I program. Eight sections of the 1953 revision of the California Test of personality were administered to a sample of Title I pupils. The evaluation of the Career Opportunities Program sought to find out if a correlation existed between staff attitudes and pupil achievement. (Author/JM)

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RESEARCH AND DEVELOPMENT REPORT

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INCORPORATION OF A COMPENSATORY READING PROGRAM INTO OPEN CLUSTER CLASSROOMS

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1972-73

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I. INTRODUCTION

Alfred E. Blalock Elementary School was in its second year of operation during the 1972-73 school year. Located in the northwest section of the city, near the Fulton County boundary, 98 per cent of the enrollment resided in the Bankhead Court Federal Housing Projects. Nearly 75 per cent of the families of pupils attending the school had estimated annual incomes below $2,000 and all of the pupils qualified for free lunches. According to data received from a community questionnaire in July, 1971, almost 90 per cent of the pupils lived in families where females were the household heads.

Nine hundred and ninety six pupils were enrolled in kindergarten through the seventh grade at the end of 1972-73. The percentage of attendance remained low at 87 per cent but was one point higher than last year. Frequent migration into and out of the school in 1971-72 when the mobility index was .51 was reduced in 1972-73 for an index of .21. The decrease was expected since the index of the previous year was mainly the result of the newness of the school. Pupil performance on standardized achievement tests in 1971-72 showed that reading achievement generally lagged two years behind grade level placement. Achievement in mathematics, likewise, was poor with pupils averaging about 1.5 years behind grade level. As pupils of a new school, children had had to adjust to the open cluster classrooms, team teaching, and new faculty members. Teachers, also, had had to adjust to the new situation and, generally, spent a somewhat chaotic year organizing the instructional program and establishing basic rules for pupils to maintain an appropriate learning environment.

With a painful period of adjustment behind them, pupils and teachers began the 1972-73 school year with a clearer understanding of their situation and definite goals for their program. Compensatory funds provided services and materials to assist low achievers. Title I of the Elementary and Secondary Education Act contributed a lead teacher and educational aides for more individualized reading instruction for the lowest one-third. The Career Opportunities Program (COP) allowed some of the educational aides to improve their knowledge and capabilities through college course work. The locally funded Comprehensive Instructional Program (CIP) provided instructional assistance to staff members, as well as funds for materials and supplies.

The staff of Blalock Elementary School focused its 1972-73 school program on the teaching of reading, and coordinated both the general and the special programs to the best advantage of the pupils. Upon review of the needs of the pupils and the program

goals, as identified the previous year, the faculty acknowledged that the current year's program would be ongoing with few additional identified needs and little change in goals. New objectives were set to accommodate changes in special projects and to encompass the entire pupil population. This report includes an evaluation of the progress made toward specific program objectives, as well as an overview of pupil achievement in the basic area of focus. Longitudinal patterns and an analysis of expenditures were also included as pertinent to the evaluation of the program.

II. NEEDS OF THE PUPILS

The following pupil needs were recognized as still deserving the attention and concern of the instructional program.

A. Basic reading skills appropriate for successful academic achievement.

B. Listening skills.

C. Social interaction patterns appropriate to the school setting.

D. Improved attendance.

E. Parents who are aware of and supportive of their child's education.

In addition, the faculty identified the needs listed below as necessary to the social and academic development of the pupils.

F. Improved self-image.

G. Self-direction and independence.

H. Activities to express originality and creativity through enrichment experiences.

III. GOALS

In order to meet these needs, the faculty continued to function according to goals set the previous year and supplemented below.

A. To provide appropriate learning activities designed to develop basic reading skills, including word attack and comprehension skills.

B. To use a variety of approaches to instruction that are appropriate to individual needs.

C. To provide learning activities designed so that the pupils can experience success, particularly in the area of reading.

D. To provide regularly a variety of activities which will allow the pupils to acquire necessary listening skills.

E. To provide opportunities, wherein pupils will be motivated to listen to oral contributions made by their classmates and to class discussions without unnecessary interruption.

F. To increase pupils' school attendance by analyzing absenteeism patterns and the causes of their absences, subsequently, developing a plan of action with particular emphasis on those pupils with chronic absence records.

G. To provide appropriate opportunities and activities to help parents and the community develop an awareness of the importance of education and a positive attitude toward the school, contributing their services and support whenever possible.

H. To provide opportunities for real life experiences to supplement textbook learning.

IV. BEHAVIORAL OBJECTIVES

At the close of the 1971-72 school year, pupils of Blalock School scored approximately six months behind city-wide averages on the reading subtest of standardized tests. For the 1972-73 school year, the staff aimed to provide instructional activities in reading that would close that gap to three months or less. Furthermore, the faculty accepted the objectives of the compensatory

programs as part of the objectives of their general program. All behavioral objectives are listed below.

School-Wide Objectives

A. Pupils will demonstrate improvement in reading skills and comprehension by scoring within three months of city-wide averages on the reading subtests of the Iowa Test of Basic Skills (ITBS), in April of 1973.

B. Pupils will improve their attendance to 92 per cent for the 1972-73 school year.

Title I Objectives

C. Pupils will show a gain of at least one month for each month in the activity in the following areas:

1. Word Knowledge

2. Word Analysis

3. Reading.

D. Pupils will demonstrate more positive attitudes than similar pupils who do not participate in the activity.

E. Pupils will show improvement in self-concept. The desired change will be statistically significant at the .05 level.

Career Opportunities Program Objectives

F. Given pupils from low-income communities, taught by COP teams, the average pupil achievement will be increased by more than one grade level annually.

G. Given pupils from low-income communities, taught by COP teams, the annual gains in pupil achievement will be significantly greater than the annual gains made by other pupils from similar low-income school communities who are taught in self-contained classrooms.

H. Given low-income area schools with COP teams and other low-income area schools without COP teams, the schools having COP teams will achieve significantly greater gains in pupil self-concepts annually than will the non-COP schools.

I. Given low-income area schools, with COP teams and other low-income area schools without COP teams, the schools having COP teams will annually achieve a greater number of organizational and operational changes than will the non-COP schools.

V. CRITICAL VARIABLES

The following critical variables specified the areas in which the faculty proposed to make definite changes.

A. Reading Skills.

B. Reading Comprehension.

C. Attitude toward school.

D. Self-concept.

E. Percentage of attendance.

VI. SUPPORTIVE PROGRAMS

The compensatory programs at the school served to support the general instructional program by providing personnel and funds in the area of reading.

ESEA Title I

The English-Reading Program under Title I provided compensatory education for the most educationally deprived pupils in the school. The primary objective of this activity was to improve the reading competencies of designated pupils through tutorial and/or individualized instruction. By improving academic performance, the program also aimed to enhance pupils' self-concepts and attitudes toward school. Pupils were selected from the lowest achieving one-third of the population, as determined by scores on the reading subtest of the Metropolitan Achievement Tests for April, 1972. Through frequent administration of diagnostic instruments and continuous evaluation of daily performance, pupils participated in activities prescribed for their individual levels of reading achievement. This instruction was in addition to that provided by the regular school program.

One lead teacher and eight educational aides were paid by Title I funds to administer the program. However, the lead teachers of all the clusters specifically designed their instructional time for reading to provide special attention to Title I pupils. The lead teacher paid by Title I served as the lead teacher for the second-third grade cluster, as well as performing her program responsibilities. Aides were assigned to work with three or four small groups in a specific cluster so that two aides worked in the first grade cluster, three in the second-third grade cluster, two in the fourth-fifth grade cluster and one in the sixth-seventh grade cluster.

Within each cluster, the lead teacher directed testing activities, assessed pupils' strengths and weaknesses, and prescribed activities for each pupil's needs. The Title I lead teacher rendered assistance and lent direction to the other lead teachers while performing similar duties in her own cluster. Other responsibilities of the Title I lead teacher included providing inservice training for aides and teachers of Title I pupils, directing parent involvement activities, and assisting pupils with problems related to poor attendance and poor social adjustment. When the lead teacher needed additional assistance or interpretation of project guidelines, a Title I resource person from the Area office was available.

Early in March an additional certified teacher was employed for the Title I program. She was assigned to work with the pupils of the second-third and fourth-fifth grade clusters, and assisted in planning, record-keeping, and small group instruction.

Title I pupils of the English-Reading Program were also eligible for free health and medical services, including eyeglasses and hearing aids. Children were screened for vision and hearing defects in the school and fourteen were referred to the public health nurse for additional testing. Five children eventually were recommended for eyeglasses, and four for hearing aids. All corrective devices had been received by the end of the year except for one pair of eyeglasses.

Approximately $800 of Title I funds was spent for instructional materials and supplies, including the Phonics We Use game kit, the Skill Starter Set, instructional games, and ditto materials. Since funds were allocated on a quarterly basis, some of the materials were not ordered until late in February or early in March. Their arrival time did not allow, obviously, for maximum usage during the year.

The Experience Approach to Reading Program under Title I enabled 20 seventh grade pupils from Blalock Elementary School to incorporate experiential learning into a tutorial program for multihandicapped pupils at Scott and Whittaker Elementary Schools. The seventh graders served as tutor-buddies to pupils in their classrooms and on outdoor camping trips.

The Youth-Tutoring-Youth (Y-T-Y) Program provided pupils of the second-third grade cluster with eighth grade tutors from nearby Harper High School. The program generally aimed to improve the tutors' self-concepts while providing models and tutorial assistance to underachieving elementary pupils. Tutees were expected to show greater improvement in reading and in self-concept than pupils who did not participate in the activity.

Career Opportunities Program

The overall goal of the Career Opportunities Program (COP) was to "bring into the schools persons from low-income areas who would not normally enter college and who normally would not consider teaching as a career, and through them to better the education of children from economically disadvantaged families." To this end, Atlanta Public Schools cooperated with three institutions of higher education to provide a training program for selected paraprofessionals, leading toward professional certification. Tuition was provided for the trainees, allowing them to earn up to 45 quarter hours of college credit during a twelve-month period and to receive practicuum credit for classroom training. Additionally, COP participants who were Title I aides received regular inservice training from a lead teacher. In the classroom, participants assisted with reading instruction, tutored individuals and small groups, and assisted the lead teacher in planning and evaluating pupils' activities. Two of the Title I aides at Blalock School participated in COP. Another COP participant served with the teacher for hearing difficulties.

Comprehensive Instructional Program

The Comprehensive Instructional Program (CIP) is a locally conceived and funded project designed to improve instruction in the elementary grades. Reading is the area of emphasis in the primary grades, while mathematics is focused upon in the upper grades. Diagnostic testing and inservice training are the primary methods of assistance that are offered. Limited funds are also available for reading and mathematics materials, excluding textbooks. A reading coordinator under CIP provides assistance to local school personnel in implementing and strengthening the established reading program.

This year, the school used CIP funds to purchase the Plus Four Booster Series at a cost of $500 for use in the upper elementary clusters. This series is remedial in nature but designed to hold the attention of older pupils.

VII. MANAGEMENT AND CONTROL

Organizational Structure

The Superintendent of the Atlanta Public Schools is appointed by the Board of Education and is authorized to administratively direct the instructional program of the school system. Under his direction, five area superintendents administer the programs of the schools of the five geographic areas which comprise the system. Six assistant superintendents supervise the six divisions of supportive services to the instructional program. These divisions are: (1) Research and Development (2) Staff Personnel Services, (3) Instruction, (4) School Plant Planning and Construction, (5) Administrative Services, and (6) Comptroller.

The Assistant Superintendent for Research and Development and his staff are responsible for developing new programs, evaluating the effectiveness of program activities, and dissemination of information.

The Assistant Superintendent of Staff Personnel Services and his staff are responsible for meeting the staffing needs of the instructional programs within the schools and the project activities.

Inservice training for teachers, staff development activities, and curriculum development are directed by the Assistant Superintendent for Instruction and his staff. Within this Division, the directors and coordinators of federal, state, and local projects and various curriculum areas work with the staffs of other divisions, the area office, the principal, and the teachers to implement programs and provide for the training needs of the school personnel.

At the local school level, the principal is responsible for the administrative aspects of the school program. Among the administrative responsibilities of the principal are the assignment of teachers to classes, conferring with parents, involving the community, and the supervision of instructional and staff development activities. An assistant principal carries out those administrative duties assigned to him by the principal.

Instructional Organization

The school was designed according to the open school concept where the pupil population was divided among four main clusters according to grade levels. First grade pupils were assigned to one cluster, second and third grade pupils to another, fourth and fifth grade pupils to another, and sixth and seventh grade pupils to another. The kindergarten pupils had their own large classroom. Since conditions were somewhat overcrowded, portable classrooms housed four self-contained classes: two in grade five and one each in grades two and six. These classes were still somewhat attached to the clusters, and pupils participated in many of the cluster activities. Teachers of the fifth grade continued to team in all subject areas, despite the use of the supplementary classroom.

Eight teachers, four per grade level, were assigned to each cluster and one teacher was designated as cluster leader. A kindergarten teacher and a fulltime aide conducted one class in the morning and one in the afternoon. The teachers' efforts were supported and enhanced through services provided by the remaining professional staff, including two librarians, two teachers of the educable mentally retarded, two physical education teachers, and fulltime teachers for music, art, and hearing difficulties. Itinerant teachers for speech, sight problems, and band completed the staff.

Inservice Training and Planning

Throughout the year, teachers of each cluster met together once every week. These meetings involved planning and coordination of cluster programs and professional development.

The Title I lead teacher held a series of inservice meetings during the year for teachers and educational aides for discussion of the use of new reading materials. Other inservice training was conducted by the publishing house of the Plus Four Booster materials. Inservice training in mathematics offered by the school system was received and shared by one of the teachers in the fourth-fifth grade cluster. Five teachers participated in a reading conference at Atlanta University.

Staff Attitudes Toward Educational Practices

Because the school was participating in the Career Opportunities Program (COP) all teachers and aides were requested to complete the Opionionniare On Attitudes Toward Education by H. C. Lindgren and G. M. Patton. The instrument was designed to measure attitudes

toward child-centered policies and practices in education. Respondents were asked to agree or disagree with 50 statements concerned with the desirability of understanding the behavior of students, the desirability of the teacher's using authoritarian methods as a means of controlling behavior, and the desirability of subject-matter-centeredness as contrasted with learner- or child-centeredness. The attitude score was the number of positive items agreed with plus the number of negative items disagreed with, where positive items were favorable to child-centered practices. The theoretical range of scores was from zero to 50, with the highest score indicating more favorable attitudes toward child-centered policies and practices in education.

Forty-two teachers and aides responded to the questionnaire. The scores ranged from 25 to 49, yielding a mean score of 38. Although the program hoped to find that members of the COP teams held more favorable attitudes than non-COP teams, this was not observed in the scores. Aides under COP scored one point lower than non-COP aides. The eight teachers who indicated that they had the use of an aide scored four points higher than teachers without aides. However, none of these teachers reported to be COP participants. Their aides were probably part of the Title I program which served some pupils in each cluster.

VIII. ACTIVITIES

Activities of both the general and the supportive programs were coordinated to provide the pupils with the most intensive instruction possible. Other activities were designed to motivate the pupils and to involve the community in the school program so as to promote interest in learning and to improve attitude toward school.

Instructional Activities

Pupils were grouped homogeneously within the clusters for reading instruction. Each cluster spent approximately two and one-half hours on language arts, including reading, every day. During this time, large and small group instruction took place simultaneously. Fox example, within a cluster, two teachers would have been instructing two large groups of pupils while the remaining teachers and aides conducted small group lessons. The smallest groups averaged about five pupils, and, in the case of Title I participants, met daily with one of the aides.

The Scott, Foresman Reading Systems was the basic reading text used throughout the school. It was supplemented by a variety of texts and materials including the Sullivan Programmed Reading Materials, the Science Research Associates Reading Lab, the Skill Starter Kit, the Plus Four Booster, the Listen and Do Consonant and Vowel Series, and numerous games and poster cards.

Under the Title I Experience Approach to Reading Program, twenty seventh grade pupils spent two hours each week tutoring multihandicapped pupils. The initial portion of the program, from October to January, was spent orienting the tutors to the type of pupil that they would be tutoring. Tutees were children who were physically, mentally, and/or emotionally handicapped. Early in the program, tutors served as buddies to their tutees on a camping weekend. These experiences were incorporated into learning activities in language arts both within tutoring sessions for the tutees, and within activities that were limited to the tutors. The culmination of this program was the publication of a book relating the experiences of the participants in written and pictorial form.

Under the Title I Youth-Tutoring-Youth (Y-T-Y) Program, ten pupils of the third grade received tutorial help from five eighth and ninth grade pupils for one and one-half hours every day. Tutoring took place after school from 3:00 to 4:30. In addition to academic tutoring, the tutors and tutees shared field trips to the zoo, to a shopping center, and to individuals' homes. The participants' received supervision and guidance from an educational aide.

Attendance

The staff at Blalock School attempted to use a systems approach to improve attendance. The objective of 92 per cent attendance was clearly defined at the beginning of the year along with the process and organization for improvement. Basically, they attempted to identify pupils with chronic absence records, ascertain the cause, and structure corrective strategies. Teachers, parents, school personnel, and community agencies were involved when appropriate. At the close of the school year, plans were being formulated to involve the social worker of the Bankhead Court Center more closely in the solution to attendance problems. At his request, the teachers were completing attendance records on each child that he could study during the summer for patterns of absence and family absence problems. With this information he will work with the school, the parents, and the children to attack problems in the fall.

Community Involvement

Since all the children of Blalock Elementary School came from the same housing community, which was directly across the street from the school, the principal attempted to create a rapport with the people of Bankhead Court that would allow them to think of the school as a part of the community. Many community activities and children's groups, such as the Girls' Club and athletic groups, held their meetings at the school. The principal also spearheaded a fundraising activity to purchase items used by these groups, including sewing machines and uniforms.

In promoting community relations, the principal invited two young men to assist occassionally with physical education classes and field trips. They provided not only class assistance but male models for the younger boys. Other young adults in the community rendered similar services to the school.

The principal's success in community relations was demonstrated by the lack of break-ins in the school in 1972-73. During the first year of operation, the school had been robbed several times but no such thefts or break-ins occurred in the second year.

Teachers also did a great deal to promote community relations and parental involvement. Many of them took time after school to take pupils home or to visit with parents in their apartments.

According to the guidelines of the Title I proposal, parents of Title I pupils must participate in some aspects of the Title I program. During the year, parents were invited to the school to meet with their children's teachers and educational aides and to learn about the pupils' activities. On two occassions parents were invited to the school for breakfast, after which they were encouraged to observe the classrooms and the pupils. Although one of these invitations was extended individually through the mail, only five parents responded.

IX. EVALUATION

Research Design

In order to evaluate the behavioral objectives of both the general and the compensatory programs, the following instruments were used:

A. The Iowa Tests of Basic Skills (ITBS), published by Houghton Mifflin Inc., 1971, was administered to all pupils in April as part of the city-wide testing program. Grade level averages for the school and the entire system, as computed by the Data Processing Department, were used to determine if the school-wide objective was met in reading skills and in comprehension.

B. Attendance information was compiled by the Statistical Department of the Administrative Services Division from data obtained from the schools.

C. The reading subtests of the Metropolitan Achievement Tests (MAT), published by Harcourt, Brace, Jovanovich, 1971, were administered to participants in the Title I program in both October and May. Grade equivalent scores were used to measure gains which were predicted to be seven months, or one month for each month in the Title I, English-Reading activity. The same test scores were used to evaluate the effects of the Career Opportunities Program (COP). The scores of pupils served by COP aides were compared to the scores of pupils served by aides not in COP.

D. Eight sections of the 1953 revision of the California Test of Personality, published by California Test Bureau/A Division of McGraw-Hill Book Company, were administered to a sample of Title I pupils in October and April. The test measured four aspects of personal adjustment including self-reliance, sense of personal worth, sense of personal freedom, and feeling of belonging; other sections measured aspects of social adjustment including social standards, social skills, family relations, and community relations. The section concerning school relations was administered in April to determine pupils' attitudes toward school. Scores were to be compared to the scores of a similar population not involved in the activity. However, since Title I pupils comprised the lowest achieving group in the school, no population was felt to be comparable. Therefore, the scores were analyzed for statistically significant change.

E. The evaluation of the Career Opportunities Program (COP) sought to find out if a correlation existed between staff attitudes and pupil achievement. In order to measure staff attitudes toward education, teachers and aides were asked to complete the Opinionnaire on Attitudes Toward Education which was developed by H. G. Lindgren and G. M. Patton (1958). This scale has 50 items concerned with the behavior of pupils, the desirability of the teacher's using authoritarian methods as a means of controlling pupils' behavior, and the desirability of subject-matter-centeredness as contrasted with learner- or child-centeredness. Scores range from zero to fifty with higher scores indicating more favorable attitudes toward child-centered practices in education.

Mean scores of teachers and aides in COP were compared to those not participating in the program. Other analyses involving participating and nonparticipating schools were intended for the 1972-73 COP report.

Findings

Evaluation of the general and the compensatory programs involved both the evaluation of specified behavioral objectives and additional related analyses of standardized test data.

A. General Program

The specific achievement objective for all pupils in the school required that the mean scores in vocabulary and reading of the ITBS would be within three months of the means for the entire Atlanta school system. Mean scores, recorded by grade level in Table 1, showed that generally the objective was not met. The second, third, fourth, and seventh grades failed to score within three months on either subtest. The fifth and sixth grades scored three and two months respectively below the system means in vocabulary, meeting the objectives for that subtest. In only the first grade was the objective met for both subtests. In general, mean scores averaged approximately six months behind system means, the same as the previous year's comparison.

TABLE 1

COMPARISON OF STANDARDIZED READING TEST SCORES
OF BLALOCK SCHOOL PUPILS WITH PUPILS OF
THE ATLANTA SCHOOL SYSTEM

Vocabulary

	Grade						
	First	Second	Third	Fourth	Fifth	Sixth	Seventh
Blalock	1.1	1.3	1.8	2.8	3.8	4.8	4.4
Atlanta	1.3	2.2	2.7	3.5	4.1	5.0	5.5
Difference	.2	.9	.9	.7	.3	.2	1.1

Reading Comprehension

	Grade						
	First	Second	Third	Fourth	Fifth	Sixth	Seventh
Blalock	1.5	1.6	2.2	3.1	3.4	4.5	4.6
Atlanta	1.6	2.1	2.8	3.6	4.2	5.0	5.4
Difference	.1	.5	.6	.5	.8	.5	.8

Comparing these same means of the Blalock School pupils to their previous year's scores yielded equally poor results (Table 2). Both the second and third grades of 1972-73 scored lower in vocabulary than their 1971-72 scores when they were the first and second grades. The second grade also scored one month lower in reading, and the third grade gained only three months. In grades four through seven, pupils averaged from three months gain to one year's gain in vocabulary and from four to eight months gain in reading over a one year period. This comparison utilized the means of all April scores for the two years. These scores also showed that, except in the fourth and the sixth grades, the means for 1972-73 were lower than those for the same grade levels in 1971-72, i.e. the second grade mean in 1972-73 was lower than the second grade mean in 1971-72, etc. Some caution should be exercised in this comparison since two different standardized tests were

used, namely, the Metropolitan Achievement Tests (MAT) in 1971-72, and the ITBS in 1972-73. However the comparison was upheld by the high correlation of .92 between the two tests, as found by a study of the Research and Development Division.

TABLE 2

STANDARDIZED TEST SCORES IN READING AND VOCABULARY FOR 1971-72 AND 1972-73

	Vocabulary		Reading	
Grade	1971-72	1972-73	1971-72	1972-73
1	1.6	1.1	1.7	1.5
2	2.0	1.3	1.9	1.6
3	2.3	1.8	2.3	2.2
4	2.8	2.8	2.9	3.1
5	4.5	3.8	4.1	3.4
6	3.9	4.8	3.9	4.5
7	6.0	4.4	4.7	4.6

Standardized test scores are based on the "average" child in a normed population. Pupils in Blalock Elementary School generally are different from this "average" child at least in terms of past achievement and socioeconomic status. In order to provide for these factors in evaluation, the Research and Development Division developed a regression formula to predict test scores. This formula took into consideration the past achievement, socioeconomic status, attendance, and mobility of the group and the pupil-teacher ratio of the school. The actual score was then divided by the predicted score to yield a predicted achievement index. Schools and grade levels were considered effective if they had a quotient of 98 or better.

On the reading subtest of the ITBS the average predicted achievement index for the pupils in grades two through seven was 96. Two grades, fourth and sixth, were effective, showing quotients of 108 and 100 respectively.

On the total math subtest of the ITBS, three grades met their predicted score, but the average predicted achievement index was only 95. Grades four, five, and six had rates of 104, 104, and 99 respectively. The same three grades were effective on the composite score of the ITBS, a score that provides an overall grade-level standing. The mean index for the composite score was 95. All achievement indices can be found in Table 3.

Test scores for Blalock School pupils indicated a very slow rate of learning. Although scores were purposely observed for correlations between rates of improvement and pupils' level in the cluster, no trends were found. By the end of two years, pupils should have been accustomed to the open cluster facilities, discounting that factor as a cause for low scores. Past research in the Blalock School showed no significant correlation between attendance, which is very low, and achievement. (See Research and Development Report, Volumne VI, No. 31, April 1973. Blalock Elementary School: 1971-72 p. 28.) More investigation by the faculty, into the causes of poor performance is warranted.

Attendance at the school during its first year of operation was very poor. The second behavioral objective for the entire school population required the overall percentage of attendance to increase to 92 from the previous year's percentage of 86. The objective was not met. The percentage of attendance for 1972-73 was only 87, one point higher than the last year but five points short of the objective. As seen in the data provided in Table 4, no grade level had an average of more than 89 per cent attendance. Only the first grade seemed to noticeably improve its attendance over the last year when they were in kindergarten. The system approach to improve attendance, described in Section VIII, Process, did not prove effective during the current year. However, steps were already being taken in May to involve community agencies and parents more closely in solving the problem for 1973-74.

TABLE 3

PREDICTED ACHIEVEMENT INDICES ON THE
IOWA TESTS OF BASIC SKILLS, APRIL, 1973

Grade	Grade Equivalent Score: Actual	Grade Equivalent Score: Predicted	Grade Equivalent Score: National Norm	Predicted Achievement Index
		Reading Test Data		
2	1.6	1.9	2.7	84
3	2.2	2.3	3.8	94
4	3.1	2.8	4.7	108
5	3.4	3.6	5.7	95
6	4.5	4.5	6.7	100
7	4.6	4.8	7.6	95
			AVERAGE	96
		Mathematics Test Data		
2	1.8	2.0	2.6	87
3	2.2	2.6	3.7	85
4	3.3	3.2	4.7	104
5	4.1	3.9	5.6	104
6	4.9	4.9	6.6	99
7	5.1	5.3	7.6	95
			AVERAGE	95
		Composite Test Data		
2	1.7	2.0	2.6	82
3	2.3	2.5	3.7	91
4	3.2	3.1	4.7	104
5	3.9	3.8	5.7	102
6	4.8	4.7	6.7	101
7	4.8	5.1	7.6	94
			AVERAGE	95

TABLE 4

PERCENTAGE OF ATTENDANCE BY GRADE LEVEL
1971-72 AND 1972-73

	Grade									
	K-1	K-2	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Total
1971-72	89	76	86	87	86	87	88	87	86	86
1972-73	81	86	88	88	87	85	87	89	84	87

Although no behavioral objectives were written regarding pupil behavior, and although no hard data were collected regarding it, the teachers and the principal felt that the noticeable improvement in the pupils warranted attention. Several instances were cited. J.N., who had been involved in many fights last year, had only one reported fight by April. Initially, M. P. was a pupil with poor self-concept and no self-direction, but this year he wrote his own book and used the library extensively. A non-reader the previous year, G. B. improved to the second grade level in his seventh year. P. T., who had been a withdrawn child, learned to speak out, did extra work and went beyond given assignments. The cluster leader for the sixth and seventh grades noted that several pupils were able to help other pupils and even to take over the class when the teacher left the room. The principal also reported that pupils who had been sent to the office nearly every day the year before, had been in the office only a few times during the current year. If this steady improvement in pupil behavior continues, eventually achievement scores should improve also.

B. Title I

The academic objective for pupils in the Title I program called for them to gain one month on a standardized reading test for each month in the program. Results of the MAT, administered to all participants in October and April, showed that pupils failed to meet the objective. Pre and post test mean scores differed by seven months, the time between the tests, in only two grades: grade two in vocabulary and grade six in reading. Individually speaking, approximately

one-fourth of all the children gained seven months or more on either test. In the second grade, where the mean gain in word knowledge was exactly seven months, 65 per cent improved by that amount or more in word knowledge, and 46 per cent improved at least seven months in reading comprehension. The eight month mean gain in comprehension in the sixth grade was constituted in part by 54 per cent of the class who gained seven months or more. Only 23 per cent met the objective in word knowledge.

Mean scores of comparable subtests of the ITBS were also calculated and are recorded in Table 5 with MAT data. In grades one and two, ITBS scores were lower than MAT but in all other grades ITBS scores were generally much higher. According to a study done by the Research and Development Division, the two tests correlated at about .92. The MAT was administered about one month after the ITBS and three weeks before the close of school. Pupils were possibly "test-weary" on the MAT and further distracted by the end of school being near.

A second Title I behavioral objective required program participants to improve their self-concepts and attitudes toward school by an amount statistically significant at the .05 level. The California Test of Personality (CTP) was used to measure the change. Unfortunately, the section of the test regarding adjustment to school was not administered at the pretest, so no change could be calculated. However, in four areas of personal adjustment and four areas of social adjustment, changes were calculated in both raw scores and in percentiles. Raw scores were used in a t-test of independent means to determine if pupils had met the objective.

The objective was not met in any affective area that was tested. The maximum mean gain on any subtest was less than one point. Since percentiles were assigned to only whole number scores, changes in percentile were due mostly to rounding errors and were not significant. The mean score on the school relations subtest was 6.2 which corresponded to the twentieth percentile. See Table 6 for complete information.

TABLE 5

RESULTS OF THE READING SUBTESTS OF THE STANDARDIZED ACHIEVEMENT TESTS FOR TITLE I PUPILS

Word Knowledge Subtest

Grade	No. of Pupils	MAT Pre	MAT Post	ITBS Post	Per Cent Gaining At Least 7 Months
1	28	-	1.3	.9	-
2	26	1.2	1.9	1.4	65.4
3	17	1.7	1.8	2.3	5.9
4	20	2.1	2.2	3.2	10.0
5	9	2.7	3.1	3.4	22.2
6	13	3.1	3.3	4.4	23.1
7	11	3.3	3.5	4.1	45.4

Reading Comprehension Subtest

Grade	No. of Pupils	MAT Pre	MAT Post	ITBS Post	Per Cent Gaining At Least 7 Months
1	27	-	1.5	1.4	-
2	26	1.4	1.9	1.6	46.2
3	17	1.7	1.8	2.6	17.6
4	20	2.2	2.3	3.4	20.0
5	9	3.3	3.0	3.0	11.1
6	13	2.7	3.5	4.7	53.8
7	12	4.1	3.4	4.6	8.3

At this time pupil performance on the CTP and their failure to meet the objective should not be viewed with alarm. The norms for the test were based on a population in which only 20 per cent were more than one-half year behind grade level. Furthermore, only 15 per cent were members of a minority group. The application of the standards of the normed population to the lowest achievers of an all black school where pupils average close to two years behind grade level cannot allow for meaningful conclusions.

TABLE 6

RESULTS OF THE CALIFORNIA TEST OF PERSONALITY ADMINISTERED TO A SAMPLE OF TITLE I PUPILS

Subtest	Pretest N	Pretest Mean Raw Score	Pretest Percentile	Posttest N	Posttest Mean Raw Score	Posttest Percentile	T-ratio
Self-reliance	34	6.5	30	40	6.3	30	-0.58
Sense of Personal Worth	34	7.7	50	40	7.4	40	-0.78
Sense of Personal Freedom	34	7.0	20	40	7.4	20	0.66
Feeling of Belonging	34	8.2	20	40	8.5	20	0.72
Social Standards	34	8.5	10	40	8.4	10	-0.16
Social Skills	34	7.8	30	40	7.9	30	0.34
Family Relations	34	6.8	10	40	7.6	20	1.53
School Relations	-	-	-	40	6.2	20	-
Community Relations	34	9.2	20	40	8.6	20	-1.77

Two other programs under Title I existed within the main English-Reading Activity. Under the Youth-Tutoring-Youth (Y-T-Y) program, nine third grade pupils in the English-Reading Activity received additional after-school tutoring from high school pupils. The tutees were expected to make even greater academic and self-concept gains than other Title I pupils not in Y-T-Y. In fact, there was little difference. As shown in Table 7-A, pupils in Y-T-Y began the year three months behind other third grade Title I pupils in vocabulary. Both groups gained only one month during the year. In reading comprehension, Y-T-Y pupils scored one month less than other Title I pupils in October. However, Y-T-Y pupils made an average gain of two months while other pupils gained only one month. The difference was too small to be significant. Self-concept was not measured in either group.

The Experience Approach to Reading Program involved all the seventh grade Title I pupils in the school in a tutorial program where they served as tutors to multihandicapped pupils in other schools. The objective was for the tutors to make greater gains than other Title I seventh grade's not participating in the special program. That comparison will be made in the final report for Title I. However, sample data from the overall Title I program, provided in Table 7-B, indicated that for Blalock Elementary School in particular, the objective probably was not met. A sample of 90 seventh grade Title I pupils from throughout the entire city showed a nine month gain in vocabulary and a four month gain in reading. Blalock School's tutors showed only a two month gain in vocabulary and a seven month loss in reading.

TABLE 7

COMPARISON OF TEST RESULTS FOR TITLE I PUPILS IN SPECIAL ACTIVITIES AND OTHER TITLE I PUPILS

A. Youth-Tutoring-Youth (Y-T-Y)

		Word Knowledge		Reading	
Third Grade	N	Pre	Post	Pre	Post
Y-T-Y	6	1.5	1.6	1.6	1.8
Other Title I	11	1.8	1.9	1.7	1.8

B. Experience-Approach to Reading (EAR)

		Word Knowledge		Reading	
Seventh Grade	N	Pre	Post	Pre	Post
EAR at Blalock	12	3.3	3.5	4.1	3.4
City-wide Title I Sample	90	3.6	4.5	3.8	4.2

C. Career Opportunities Program (COP)

Evaluation of the entire Career Opportunities Program (COP) anticipated comparisons of schools with and schools without COP aides to determine effects on pupil achievement and self-concept, and on organizational changes. Within the school, the achievement and self-concepts of pupils who were assisted by COP aides were compared to the achievement and self-concepts of pupils who were in the same situation but whose aides were not participants in COP. If positive differences were found, it was theorized that they were the result of the additional training and selected backgrounds of the COP aides.

Participants in COP were assigned to the Title I program where they worked with individuals and small groups of children in compensatory reading instruction. In the first grade, the achievement test scores of Title I pupils under the COP aide were compared with those of other Title I pupils under non-COP aides. In vocabulary and in reading, the May scores of the COP-assisted pupils were, respectively, two and one months lower than the scores of other pupils, the differences being statistically significant at the .01 and .10 levels. In the fourth and fifth grade cluster, where gain scores were available, pupils under COP aides generally achieved slightly higher gains than other Title I pupils. However, these differences were not statistically significant. Furthermore, except in vocabulary in the fifth grade, gains were very small and sometimes negative. Another objective of COP, to have pupils assisted by COP aides improve by seven months between the tests, was obviously not met either. Table 8 lists achievement scores and statistical analysis results for COP and non-COP pupils.

Only a sample of Title I participants from the fourth and fifth grades was tested for self-concept and attitude-toward-school. The number of COP-assisted pupils within the sample was quite small. Those COP-assisted pupils who took both pre and post attitude tests were compared to other Title I pupils with both scores. Statistically speaking, no difference was found between the gains of the two groups. On the "school relations" subtest, administered only in the spring, no significant difference was found between the scores. Both groups had a mean score of approximately 7 out of a possible 14. Table 9 shows more detailed information.

TABLE 8

COMPARISON OF TEST SCORES FOR COP-ASSISTED AND NON-COP-ASSISTED TITLE I PUPILS

		Vocabulary		Reading	
First Grade		COP	Non-COP	COP	Non-COP
	N	12	12	12	12
	Mean Posttest	1.24	1.43	1.43	1.53
	Standard Deviation	0.08	0.16	0.11	0.14
	t-ratio	-3.69**		-1.95*	
Fourth Grade	N	9	11	9	11
	Mean pre	2.15	2.11	2.22	2.23
	Mean post	2.16	2.20	2.46	2.17
	Mean gain	.01	.09	.24	- .06
	Standard Deviation	0.46	0.41	0.54	0.62
	t-ratio	-0.41		1.17	
Fifth Grade					
	N	3	5	3	5
	Mean pre	2.80	2.50	2.96	3.18
	Mean post	3.43	2.88	2.83	2.86
	Mean gain	0.63	0.38	-0.13	-0.32
	Standard Deviation	0.51	0.47	1.10	1.11
	t-ratio	0.72		0.23	

*Significant at the .10 level.
**Significant at the .01 level.

TABLE 9

RESULTS OF THE CALIFORNIA TEST OF PERSONALITY
FOR COP-ASSISTED AND NON-COP-ASSISTED
TITLE I PUPILS IN GRADES FOUR AND FIVE

Subtest	COP-Assisted				Non-COP-Assisted				t
	N*	Pre	Post	Gain	N*	Pre	Post	Gain	
Personal Adjustment	4	28.5	32.5	4.0	5	28.2	25.8	-2.4	1.88
Social Adjustment	4	33.3	31.5	-1.8	5	31.4	31.0	-0.4	-0.45
School Relations	4	-	7.0	-	5	-	6.8	-	0.18

*Includes only those pupils with pretest and posttest scores.

X. COST ANALYSIS

Expenditures of both general and compensatory funds were calculaied to determine the relationship between program costs and pupil achievement as measured by the predicted achievement index. From general funds, approximately $791 per pupil was spent for both salary and non salary expenses as reported in the General Fund Report, June 1973. In grades one through seven where the Title I program operated, $60 per pupil was expended for salaries only and $1 per pupil for materials. Additional salary expenses under Title I were incurred in grades three and seven where special components were in operation. Title II expended $21 per pupil for library books. Special funds data were obtained from the Trust and Agency Report, June 1973. Dividing the per pupil expenditures by the predicted achievement indices for each grade level from two through seven yielded the cost per unit of the index, i.e., the amount of money expended for each child to achieve one unit of the predicted achievement index. This cost ranged from $7.61 to $9.66 for general funds and from $0.79 to $1.15 for special funds. In grades four, five, and six where the achievement indices were highest, $2 to $3 less was spent per pupil than in grades three and seven where indices were 7 to 13 points lower. In the second grade where the predicted achievement index was lowest, the same amount of money was expended as in the fourth grade which had the highest index, suggesting that expenditures did not correlate significantly with achievement. Table 10 records the specific data by grade level.

TABLE 10

PER PUPIL EXPENDITURES OF GENERAL AND COMPENSATORY FUNDS
AS RELATED TO THE PREDICTED ACHIEVEMENT INDEX

	Grades								
	Kdg.	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Average
ADA	28	90	106	99	103	118	110	106	95
Per Pupil Cost									
A. General Funds									
1. Regular									
a. Salary	$688.00	$688.00	$688.00	$688.00	$688.00	$688.00	$688.00	$688.00	$688.00
b. Nonsalary	102.00	102.00	102.00	102.00	102.00	102.00	102.00	102.00	102.00
c. Total	$790.00	$790.00	$790.00	$790.00	$790.00	$790.00	$790.00	$790.00	$790.00
2. CIP									
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	-0-	2.00	2.00	2.00	2.00	-0-	-0-	-0-	1.00
c. Total	$ -0-	$ 2.00	$ 2.00	$ 2.00	$ 2.00	$ -0-	$ -0-	$ -0-	$ 1.00
3. Total General Funds									
a. Salary	$688.00	$688.00	$688.00	$688.00	$688.00	$688.00	$688.00	$688.00	$688.00
b. Nonsalary	102.00	104.00	104.00	104.00	104.00	102.00	102.00	102.00	103.00
c. Total	$790.00	$792.00	$792.00	$792.00	$792.00	$790.00	$790.00	$790.00	$791.00
B. Special Funds									
1. Title I									
a. Salary	$ -0-	$ 60.00	$ 60.00	$ 60.00	$ 60.00	$ 60.00	$ 60.00	$ 60.00	$ 58.00
b. Nonsalary	-0-	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
c. Total	$ -0-	$ 61.00	$ 61.00	$ 61.00	$ 61.00	$ 61.00	$ 61.00	$ 61.00	$ 59.00
2. Title II									
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	21.00	21.00	21.00	21.00	21.00	21.00	21.00	21.00	21.00
c. Total	$ 21.00	$ 21.00	$ 21.00	$ 21.00	$ 21.00	$ 21.00	$ 21.00	$ 21.00	$ 21.00
3. Title I (Y-T-Y)									
a. Salary	$ -0-	$ -0-	$ -0-	$ 23.00	$ -0-	$ -0-	$ -0-	$ -0-	$ 3.00
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
c. Total	$ -0-	$ -0-	$ -0-	$ 23.00	$ -0-	$ -0-	$ -0-	$ -0-	$ 3.00
4. Title I-C									
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 3.00	$ 1.00
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
c. Total	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 3.00	$ 1.00
5. Total Special Funds									
a. Salary	$ -0-	$ 60.00	$ 60.00	$ 83.00	$ 60.00	$ 60.00	$ 60.00	$ 63.00	$ 61.00
b. Nonsalary	21.00	22.00	22.00	22.00	22.00	22.00	22.00	22.00	22.00
c. Total	$ 21.00	$ 82.00	$ 82.00	$105.00	$ 82.00	$ 82.00	$ 82.00	$ 85.00	$ 83.00
C. Total Per Pupil Cost									
1. Salary	$688.00	$748.00	$748.00	$771.00	$748.00	$748.00	$748.00	$751.00	$749.00
2. Nonsalary	123.00	126.00	126.00	126.00	126.00	124.00	124.00	125.00	125.00
3. Total	$811.00	$874.00	$874.00	$897.00	$874.00	$872.00	$872.00	$876.00	$874.00
Predicted Achievement Index	---	---	82	91	104	102	101	94	96
Cost Per Unit of the Predicted Achievement Index									
A. General Funds	---	---	$ 9.66	$ 8.70	$ 7.61	$ 7.75	$ 7.82	$ 8.41	$ 8.31
B. Special Funds	---	---	0.99	1.15	0.79	0.80	0.81	0.91	0.90
C. Total	---	---	$ 10.65	$ 9.85	$ 8.40	$ 8.55	$ 8.63	$ 9.32	$ 9.21

XI. CONCLUSIONS

The following conclusions were drawn from the test data and information discussed in this report.

A. Pupils at Blalock School averaged about six months behind city-wide averages on the Iowa Tests of Basic Skills reading tests. This was three months further behind than the projection of the behavioral objective.

B. The average predicted achievement index for reading, mathematics, and the composite score for the school indicated that pupils did not perform at the level predicted for them on the basis of past achievement and other characteristics of the pupils and of the school.

C. Except in the sixth grade, no grade level performed significantly better in reading for 1972-73 than the comparable grade of 1971-72.

D. Pupil attendance for 1972-73 averaged 87 per cent, one per cent better than 1971-72 but five per cent less than the percentage established as the objective.

E. Pupils who participated in the compensatory Title I program generally did not meet the program objective of one month of gain for each month of instruction in word knowledge and reading comprehension.

F. Appropriate subtests of the California Test of Personality, administered at the start and the close of the school year, revealed no measurable change in the self-concepts of upper level Title I pupils.

G. Third grade tutees of the Title I Youth-Tutoring-Youth (Y-T-Y) program did not make achievement gains that were significantly better than other third grade Title I pupils not participating in Y-T-Y.

H. The seventh grade Title I pupils, all of whom participated in the Experience Approach to Reading Program, did not achieve gains that were significantly better than the gains of a sample of all seventh grade Title I pupils in the school system.

I. Pupils in the Title I program who were assisted by COP aides did not make more significant gains in achievement or in self-concept than Title I pupils assisted by non-COP aides.

J. Pupils assisted by COP aides did not meet the objective of a month's gain for each month of instruction.

K. Expenditure of funds bore no obvious relation to achievement in reading.

XII. RECOMMENDATIONS

The following recommendations were made for the consideration of the faculty and the administrative staff.

A. The program of the primary pupils should be examined for the causes of low achievement and the regression of test scores from the first to the second and the second to the third grades.

B. Teachers should be encouraged to take advantage of the reading performance modules offered at the area level.

C. Teachers should be encouraged to use a systems approach to instruction by setting specific behavioral objectives, based on identified pupil needs, and subject to assessment and evaluation.

D. The Title I staff should thoroughly familiarize the entire faculty with the guidelines of the Title I proposal to insure that pupil participants receive the full benefits of both the regular and the compensatory reading programs.

The faculty and staff of the school should be commended for the effort and cooperation they have displayed in establishing the program of a relatively new school. Particularly, their success at classroom management can be admired and imitated.